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ABSTRACT

The information and activities in this handbook are designed to help children focus on the special needs that animals (wild and domestic) have and what children can do to help meet these needs. The following are included: (1) activities and games on the care of domestic animals; (2) instructions for making a book which shows the similarities between people and animals; (3) activities which encourage an appreciation of wild creatures while discouraging their use as household pets; (4) sources to contact for classroom visits and talks on animal care; (5) places the class can visit to learn about animal care; (6) six groups and clubs for children, which feature animal-related education programs and activities; (7) places to write for animal care material; (8) instructions and materials for a mathematics game using "animal math cards"; (9) a list of 27 books and magazines useful for teaching units on humane education; (10) nine true-false game cards which focus on pet care; and (11) 12 cards which provide pet care information. (JW)

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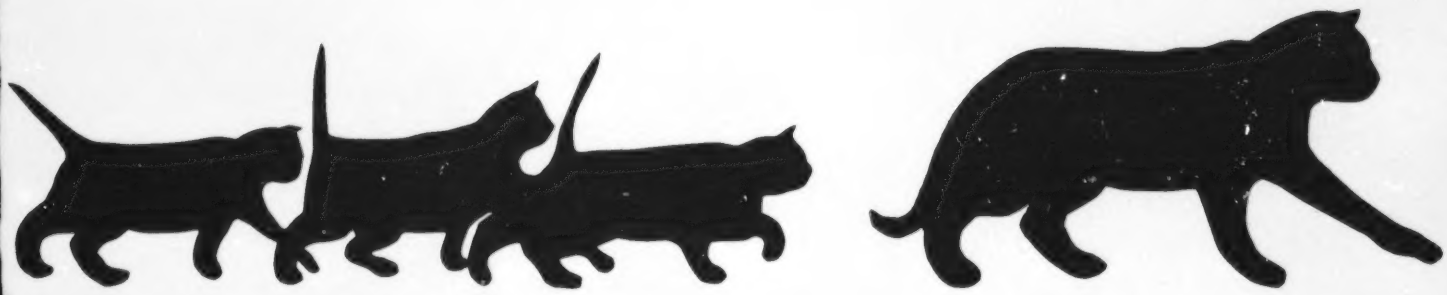
ANIMAL ACTIVITIES



A HANDBOOK OF HUMANE EDUCATION
IDEAS, RESOURCES AND MATERIALS
FOR
ELEMENTARY SCHOOL TEACHERS

SO 015 476

compiled by
DOTTIE NELSON and SHERRY RYTHER

published by the
ADDISON COUNTY HUMANE SOCIETY, INC.
ANIMAL SHELTER, RD 2 (CORNWALL)
MIDDLEBURY, VERMONT 05753

Dedicated to the Memory of
Gertrude Bessette
Friend, The Addison County Humane Society

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Ideas, Resources and Materials
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Published by the
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USING THIS BOOK

Each year many teachers in Addison County invite someone from the Addison County Humane Society to visit their classes and talk to the children about the work we do. We welcome these opportunities and are pleased that we are included in the studies your children are doing about animals.

Because we are in the business of helping and caring for animals, we have a strong interest in humane education. We have available to us a wealth of information about animals - basic factual information, resources, materials, activity ideas, and so on. Realizing that many of you are also interested in humane education we have published this handbook to share some of our information and ideas with you. Inside you will find both general information about animals, wild and domestic, and information that specifically relates to Addison County - places to visit, people who can visit your class, laws, groups your class can join, etc.

The handbook is meant to serve as an idea and resource book - not a grade-by-grade curriculum guide. Most of the activities can be adapted to a wide age and ability level. There is nothing sacred about them - please change them to serve the needs of your class. The most important thing is to select activities which will help your class reach the objectives which are stated in the introduction.

For those teachers who are already doing humane education activities, we want to let you know how important that part of your teaching is. For those who haven't included it, we hope this booklet will give you some ideas to start with.

INTRODUCTION

There are millions of reasons why you, as a teacher, should include humane education in your classroom curriculum. Most of these reasons have cold wet noses and wagging tails or long, sensitive whiskers and sleek shiny coats. Others have shells or scales or brightly colored feathers. They are animals - our pets, livestock and wildlife.

Some of these animals are faring rather well in this country. We spend millions of dollars each year on animals for food, toys, grooming aids and veterinary care. Many of our pets are considered "part of the family" and are treated with a great deal of love and respect.

Unfortunately, however, other animals in this country are not doing as well. A great percentage do not have homes at all - let alone good homes where they are well cared for. Although we don't like to hear about it many animals are abused, neglected and abandoned. Probably the biggest problem of all is that of pet over-population - people allowing their pets to have litter after litter of puppies and kittens for which there are no homes available anywhere. It is estimated that between 13,000,000 and 25,000,000 dogs and cats, puppies and kittens, are euthanized each year in this country simply because there are no homes for them.

Obviously, there are no easy answers to these problems. We have laws protecting animals and governing their ownership but they are hard to enforce. We have animal shelters but they cannot find good homes for all the animals they acquire and must euthanize up to 80% of them.

We feel, however, that education can be part of the solution and we hope that you, as a teacher, will want to help. We believe that humane education should include 3 overall objectives:

1. Develop an understanding of and a respect for animals whether they are pets, livestock or wildlife.

2. Teach and encourage specific positive ways for children to interact with animals they encounter whether the animals are domestic or wild.

3. Teach basic guidelines for responsible pet ownership.

Once learned we can then hope that children will carry these good attitudes and actions into adulthood and will become responsible pet owners of the future.

DOMESTIC ANIMALS

The activities in this section are designed to help children learn more about pets and how to care for them. A child is not born knowing how to care for a pet. He may love a pet very much but still not realize that it needs to be fed a good, nourishing diet . . . everyday. He may enjoy playing with his pet and not be aware that the animal can feel pain when its tail is pulled.

Responsible pet care must be taught and reinforced often so that the relationship between the child and his pet is a mutually happy one. The following activities will help the children in your class focus on the special needs that pets have and what they, as pet owners, (or future pet owners) should do to meet these needs.

PET CARE CARDS (enclosed)

Materials: Pet care cards
Crayons (if the children are to color the cards)

Enclosed you will find a number of Pet Care Cards. These cards contain key words and pictures about various aspects of pet care. You can use the words and pictures as starting points to help the children focus on each particular aspect of pet care.

The back of each card contains information about the words which you can use when presenting the word to the class. Obviously, there is much more that could be said about the words on each card. If you would like more information refer to:

1. the enclosed pamphlets
2. books in the bibliography
3. your own knowledge

You can add more words as you think of other aspects of pet care your class might like to study.

TO BEGIN, review each card and decide what information would be appropriate for your class to learn. Obviously the higher the grade the more information the children could handle.

IDEAS FOR USING THE CARDS

1. Select one card each day to discuss with the class. In presenting each card you could:
   A. Let the children tell why they think each item is important in the care of a pet. Be sure that you add any reasons which the children are not aware of (see back of each card and pamphlets) OR
   B. Make up simple stories about each card. For example, when presenting the LEASH card make up a story about a child and his dog and the things that happen to the dog when he is allowed to roam the neighborhood (gets into a garbage can, digs up the neighbor's flower bed, gets into a dog fight, gets hit by a car, ends up at the dog pound, etc.) End the story by showing how these problems would not have happened if the child had taken the dog for a walk on a leash. OR
   C. Simply present the information in a factual straight-forward way followed by a class discussion.
2. Mimeograph enough cards for each child to have his own set. The cards can then be colored and made into books to take home. Suggestion: Paste one mimeographed card at the top of each sheet of paper in the books. Let the children write sentences or paragraphs about what they've learned about each word. Lower grade children can copy sentences you have written.
3. Display the cards on a bulletin board about pet care...add a new card each day as it is discussed. Review the previous day's cards frequently to reinforce the ideas. (more pet care card ideas on next page)

4. After the children are familiar with each card, put all the cards in a bag. Ask for a volunteer to pick a card and tell the class all he knows about it. Repeat using other cards.

5. Play PET CARE GAME using the cards. (See page 7).

PET RESEARCH PROJECTS

Materials: Books, pamphlets, etc. about pet care.
Art and craft supplies for the children to use in constructing their displays.
Setting: Children could work individually or in small groups.

Take a survey of the kinds of pets the children in your room have. Divide the children into groups according to the types of pets they own. Have each group research their type of pet to learn its needs and how to care for it best. Have them present their findings to the class in some way:

a. a report- verbal or written
b. a poster or bulletin board
c. a story or play
d. a display of pet care items

Encourage the children to do a thorough job, including nutritional needs, grooming, summer and winter care (if applicable), special health problems, training, laws regarding their animals, etc.
(Children with no pets)- Undoubtedly some children in the class will come from families who do not own pets. Discuss with these children and the rest of the class why it is often better for a family not to have pets. There are many reasons including: 1) no one at home all day to care for a pet properly, 2) lack of space, 3) someone in the family who is allergic to animals or 4) the family may simply not enjoy having a pet and the responsibility it brings. There is no sin in not having a pet. The problems arise when people have pets and don't care for them. Children without pets could form a group of their own to research a non-represented animal.

OBSERVE BE KIND TO ANIMALS WEEK (occurs every spring - see * on next page)

Materials: Art and craft supplies for preparing the displays, posters, etc. These will vary depending on the type of display your class wants to make.

Have the children make posters and displays on pet care to display in the windows of shops in town (with owner's permission of course). OR

Have several children write letters to various organizations for free or low cost pet care pamphlets. (See Pamphlets To Send For - page 18). When the pamphlets arrive, have the children read, evaluate and discuss them...then...have the children set up a booth in the hall, classroom or library to distribute the pamphlets to others. OR

Have the children make presents for their pets (or a friend's pet or the Shelter animals):

Gifts for animals might include:

Dogs- Discarded wool socks, cleaned and knotted make good chew or "fetch" toys.

Cats- Empty spools, buttons, etc. tied onto long pieces of yarn make good toys to chase when pulled across the floor.

*To find out the exact date of BE KIND TO ANIMALS WEEK each year and obtain further information write:

American Humane Education Society
350 S. Huntington Ave.
Boston. MA 02130

HAVE A PET SHOW

Materials: Art supplies for children who wish to draw pictures of their pets instead of photographing them.

Have the children either photograph or draw pictures of their pets. Display the pictures on a bulletin board along with stories or poems the children write about their pets. Encourage the children to tell about how they care for their pet.

MAKE PET SUPPLY BOXES

Materials: Cardboard boxes- one for each child
Magazine or newspaper pictures of pet care supplies
Scissors and paste

Have the children decorate cardboard boxes with magazine pictures (or pictures they draw) of various pet care supplies (food, toys, leashes, housing, treats, medicines, grooming aids, beds...). Let them take the boxes home to use for storage of some of their pet's supplies and to serve as a reminder of their pet's needs.

HAVE A NEWSPAPER OR MAGAZINE SCAVENGER HUNT

Materials: Magazines and newspapers

Have the children search through newspapers and magazines for articles about animals. Have each child read an article to the rest of the class and discuss it. Display the articles on a bulletin board.

Suggestion: You might wish to pre-select the newspapers and magazines to be sure there are animal articles available. Try to include a broad range of animal topics for the children to find...articles about working animals, the use of animals in research, animal abuse, humorous stories of animal antics, people who work with animals, etc.

PLAY ACTING

Materials: No supplies are necessary but you might elicit more responses from the children if you have a variety of animal pictures available showing different ways that animals feel. (There are many such pictures available in books and magazines.)

Have the children act out how they think a pet feels when it is: lost, hungry, sleepy, alone, with people, in pain, afraid, happy, playful, naughty.

VISITS AND VISITORS

Invite a representative from the Addison County Humane Society or a veterinarian to visit your class.

AND/OR

Visit a veterinarian's office or the Addison County Humane Society Shelter in Cornwall with your class.

For information on how to arrange such a visit see page 16.

MAKE PET BOOKS TO TAKE HOME

Materials: Art and craft supplies necessary-
construction paper, crayons, pencils, yarn (for binding)

Have each child make a book about his pet. Include the following:

1. The pet's picture or photograph
2. The pet's vital statistics...name, age, birthday, breed, sex, vaccination dates, etc.
3. A story or poem about the pet which the child writes.
4. The pet's daily routine. Have the child think of all the things his pet does on a typical day, from morning until bedtime.
5. Have the child think of all the things he and his parents do for their pet during a typical day and list them.
6. Have the child think of all the things his pet does for him and his family...is a good companion, playmate, protector, worker, etc. and either list or draw pictures of them.
7. List, draw or write about his pet's favorite things to do, eat, play, etc. Then list, draw or write about his pet's least favorite things...things that make their pet act or feel unhappy or angry.

Let the children share the ideas in their books with others in the class. After sharing books they might make a final page entitled "New Ideas" where they make a note of ideas they learned while sharing their books.

PLAY A PET CARE GAME

Materials: A box containing the following pet care supplies: food bowls, grooming combs, a leash, dog license tag, pet I.D. tag, collar, toy, etc. (or use pet care cards).

Discuss each of the items in the box with the children, emphasizing the importance of each one. Give the children a chance to view the items in the box. Then tell them to cover their eyes while you remove one of the items. Let them guess which item is missing. OR

Let them view all the items in the box for a short time. Cover the box and let each child try to name or write all the items without looking.

DOMESTIC ANIMALS

Some facts about Pet Overpopulation

Domestic pets (dogs and cats) are being allowed to reproduce at an alarming rate in this country and there simply are not enough homes to care for them. Many of the animals become strays who lead miserable lives, are killed on highways or end up in Animal Shelters. The adoption rate from Animal Shelters around the country is only about 15%...for every 100 animals entering a Shelter 15 find homes, 85 are euthanized. The Addison County Humane Society Shelter's placement rate is well above the national average - placing about 49% of its animals since opening in 1976. However, nationwide we euthanize between 13,000,000 and 25,000,000 dogs and cats each year. When seeing these figures, the desirability of having pets spayed or neutered becomes immediately apparent.

The following activity will help children develop an awareness of the importance of having pets spayed or neutered.

Materials: A "pet" dog or cat...this could be a small stuffed animal or a picture of a dog or cat.
A number of "puppies". These could be small cut-out dog or cat shapes or simply use chips or bits of paper. Have about 4 "puppies" for each child in your class.
Cards with the words SPAY and NEUTER printed clearly. (or simply write the words on the board).

Part 1: Introduce your "pet" to the class. Talk a little bit about it, how much you like it, etc. and tell the class that your "pet" has just had 3 beautiful puppies.

Part 2: Introduce the "puppies" and ask if anyone would like to have one. Pass out the puppies to willing "owners".

Part 3: Tell each of the owners that their puppies are now grown up and have just had puppies of their own. Give each owner 3 or 4 new "puppies". Have each owner in turn find homes for these new puppies. Next, pass out more puppies to the new pet owners, etc.

Eventually the activity will reach a point where it will be impossible for the children to find "homes for their puppies"...everyone will already have one or two. At this point ask the children what they think their choices are:

1. Keep the puppies themselves (which will be too many).
2. Take them to the Animal Shelter (where they have a 50-50 chance of finding a home).
3. Dump them somewhere in the country where they can fend for themselves (definitely NOT a good choice).
4. Other ideas which the children may think of...

At this point you should show the cards with the words SPAY and NEUTER. Ask if anyone knows what these words are and what they mean. (Safe, simple operations that pets can have so they cannot have puppies or kittens).

Talk about (or replay) what would have happened if most of the children's pets had been spayed or neutered. They should be able to see that there would then have been enough homes for all the puppies and none of them would have had to go to the Animal Shelter or been put to sleep.

ALTERNATIVE ACTIVITY for teaching the importance of spaying and neutering.

Materials: None

Follow the same procedure as in the previous activity except have part of the class be the "puppies" and part be the "pet owners". Let the puppies tell how they felt when there was no home for them. If you choose this activity be sure you are aware of the group interaction so that shy or insecure children are not stuck being the "unwanted puppies".

THE PROLIFIC DOG POSTER*

Show the poster THE PROLIFIC DOG to the class. Have them discuss the implications of this poster.

*Courtesy of Humane Society of Greater Burlington, Burlington, Vermont

MAKE A "PEOPLE AND ANIMALS BOOK"

A second grade teacher in Modesto, California,* uses the following activity to help her class understand how animals live and feel:

Materials: Art supplies (for drawing pictures).

Let the children begin thinking about traits which are common to both people and animals. List them on the board. Continue the list until there are as many traits as there are children in the class. Have each child select one of the traits and illustrate it. Compile the illustrations into a book for the class to read, display and show to others.

Use the activity and the book to help the children discuss and understand that a great many of their pet's needs are similar to their own needs. Hopefully, they will be able to see that their pets will be happier and healthier when their needs are met...just like they are happier and healthier when their own needs are satisfied. Below are some of the similar traits of animals and people:

1. are living things
2. need water
3. have senses
4. protect themselves
5. need sleep
6. need shelter
7. adapt to their environment
8. need love
9. have body coverings
10. are different sizes
11. have a right to live
12. keep clean
13. can travel
14. take care of their families
15. have friends and enemies
16. have families
17. can communicate
18. need food
19. do work
20. play

*Mary Whetstone, James Marshall School, Modesto, CA

"WILD CREATURES"

Children are naturally curious about their world and the world of "wild animals" is no exception. They see the turtles, insects, bird eggs, snakes and baby rabbits they encounter as things to explore, touch, pick up, test, and observe. They like to "rescue" animals and bring them home to care for. Unfortunately, these efforts often result in harm to the animals and bad experiences for the children.

Children need to be encouraged in their efforts to explore and learn about the animal world. At the same time they need to be taught how to do this without harming the animals. There are many exciting, positive things a child can do when encountering a "wild creature" which catches his interest...things which will be fun to do, will help him learn and will leave the animal or insect undisturbed. These are the activities which should be taught and reinforced. Actions like smashing bird eggs to see what is inside, scaring animals to make them run and bringing home wild things for "pets" should be discouraged.

Positive actions include:

1. Observing animals, insects, and birds quietly to see what they are doing.
2. Drawing or writing about these observations.
3. Photographing "wild" creatures.
4. Providing food and cover for animals.

The activities in this section are centered around presenting and reinforcing these positive actions. The term "wild creature" refers to any non-domestic animal, insect, bird, reptile or amphibian that a child is likely to encounter.

BUILD SIMPLE BIRD FEEDERS

Goal: To encourage observation and care (feeding) of wild birds.
Materials: Plastic bottles, coconut shells, wooden or plastic bowls.
For ideas on how to make feeders send for:

SIMPLE FEEDERS YOU CAN MAKE (free)
write to: American Humane Education Society
350 S. Huntington Ave.
Boston, MA.02130

Have the children build simple bird feeders and set them up either at home or at school. Activities for using the feeders include:

1. Have the children keep a record of and compare the number and kinds of birds that visit the feeder.
2. Have the children draw pictures of or photograph birds at the feeder.
3. Put out a variety of seeds and have the children compare which ones the birds eat and which ones they leave.

OBSERVE NATIONAL WILDLIFE WEEK with your class

For specific date each year, information and materials write:

National Wildlife Federation
1312 Sixteenth St., N.W.
Washington, D.C. 20036

OR

Vermont Natural Resources Council
26 State Street
Montpelier, VT,05602

BACKYARD ZOO

Goal: To encourage understanding of and respect for lesser creatures, and to encourage observation of animals.
Materials: Paper, pencils, paint or crayons.
Magnifying glass (fun but not essential)

Have the children select a common insect or other"lowly creature" (a fly, ant, preying mantis, worm,etc). in the schoolyard. Have them observe it closely to see how it looks, where it is, what it is doing. Then have them draw a picture of it and write (or tell) what they observed. Older children could do research on the creature to add more facts to their observations. Display the results.

Suggestions: Emphasize that these are creatures that are often overlooked as being unimportant...that many people simply smash them or play with them without realizing that they too have a life to live and a reason for being here...many help man by building up the soil (worms), killing harmful insects (preying mantises) and by being part of the food chain.

NATURE HIKE ACTIVITIES

There are a number of activities which can be done outside which encourage positive interaction between children and the animals they encounter. A few suggestions are included on the next pages.

"WILD CREATURES"

PHOTOGRAPHING ANIMALS AND INSECTS

Goal: To encourage observation of wildlife and to develop an interest in photographing animals as a means of communicating what he sees. To discourage bringing wildlife home.

Materials: A camera - an instamatic type is easiest for children to learn on but let them use any type of camera they may have. Any solid color paper or cardboard to use for a background.

Photographing animals and insects is not particularly easy but it can become a nice hobby and is definitely a good thing for a child to do when he encounters a 'wild creature'. Taking a good photograph of an animal or insect requires a certain amount of patience and one of the most frustrating parts is that the animals tend to blend into their backgrounds and don't show up in the picture.

To encourage beginning photographers have them look for slow-moving subjects that will stay in one place awhile so the child can get a picture of him. Some insects, worms, turtles and sometimes butterflies sunning their wings make good subjects.

To get the creature to show up clearly in the picture try having the child very carefully place the solid color backdrop behind the subject and then photograph it. As the child gains experience he can take pictures of the creature in its natural background but at least these first few shots will show the subject clearly and he might not be as disappointed as taking a picture and not being able to find the animal.

Display the results along with the name of the insect or animal, where it was found and what it seemed to be doing.

FOOD AND COVER INVENTORIES

Goal: To encourage care of wild animals by providing food and cover for them.

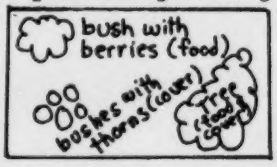
Materials: Plant and tree identification books
Paper and pencils

Take a hike and:

A. Have the children pick out plants, bushes, trees, etc. which contain some kind of food for animals or birds (berry bushes, seeds, nuts...). Help them identify these plants. Have them also find bushes, trees and plants which might serve as housing or protection for animals, birds and insects. (This activity could be done in the woods, a field, or the area surrounding the schoolgrounds).

B. Have the children take a similar inventory of the plants, bushes and trees near their homes and encourage them to make observations of the birds and animals who use them.

C. Have the children make a "Food and Cover Map" of a small area near the school. Rope off a small area and have the children draw and label the food and cover plants growing there. For example:



D. Encourage the children to plant food and cover plants near their homes. Start some of these plants growing in the classroom and let the children take them home to transplant into their yards in the spring.

DRAWING PICTURES OF ANIMALS

Goal: To encourage observation of wildlife and to give the child a way to communicate what he sees. To discourage bringing wildlife home.
Materials: Paper and crayons, paints, pencils, etc.

Have the children draw pictures of the birds and animals they see on a hike, or in the schoolyard or near their homes. Have them include the background where they saw the animal and what he was doing (i.e. a squirrel that was running or a bird that was eating).

*To further encourage photographing and drawing animals as good things to do you might have the children photograph and draw the classroom pet or their own pets or pets of friends. Remind them that this will give them good practice so they will be able to photograph and draw wild things better when they see them.

MAKE "WILD ANIMALS I HAVE SEEN" BOOKS

Goal: To provide children with a way of communicating wildlife experiences they have by drawing and writing about them. To discourage bringing wildlife home.
Materials: Construction paper, yarn or string (for binding)
Paste or tape to mount the pictures
Other drawing materials

Have the children make booklets with the title "Wild Creatures I Have Seen" (or something similar). Have them mount photos they have taken on classroom hikes plus any drawings of animals, birds or insects that they have seen. Put the books in a specific place where they are accessible and over a period of weeks let the children add to their books as they see more "wild" animals near their homes, on family outings, etc.

Have the children include notes about what they did when they saw the animal. Encourage actions like "I watched it quietly to see what it did" or "I got my camera and took its picture". Discourage actions like "I took it home to show my sister" or "I threw something at it to see if it would move".

TAKING WILDLIFE HOME FOR A PET

This is an activity which should NOT be encouraged for many reasons:

a. Can be a bad experience for the child if the animal or insect bites or stings him.
b. Can leave the child heartbroken or feeling guilty if the animal dies.
c. Danger to the animal- few wild beings survive well, if at all, in a house.
d. In many cases it is illegal.

Many times children find and bring home turtles, frogs, snakes and even baby rabbits. Neither they nor their parents know how to care for them and they either get sick or die. Instead of bringing the animals home encourage the children to take one of the positive actions mentioned in the previous activities, such as:

a. Photographing them
b. Observing them quietly
c. Drawing their picture and adding it to their WILD ANIMALS I HAVE SEEN book.
d. Writing a story about their observations
e. Leaving them alone to live their own lives

If, however, a wild animal, bird, etc. must be kept for some reason, it is important that it be cared for properly and that it be considered a short-term pet. It should be returned as soon as possible to the place where it was found. A good book about caring for wild pets is:

LOOK WHAT I FOUND by Marshal T. Case

This book is available on request at Ilsley Library, Middlebury, VT.

VISITS AND VISITORS

PEOPLE WHO CAN VISIT YOUR CLASS

A representative from the ADDISON COUNTY HUMANE SOCIETY
Phone: 462-2166
Shelter Manager and Agent: Rose Gale
A representative from the Humane Society Shelter in Cornwall can come to your class to talk about pet care and the work done at the Shelter. Please call for an appointment. Visits are subject to availability of a speaker.

SUSAN HAYDEN, DVM
Phone: 247-3335
Dr. Hayden is a veterinarian in Brandon, VT who is very much interested in humane education. She can talk to your class about the work of a veterinarian, the importance of spaying and neutering and general pet care. Call for an appointment far enough in advance so she can work around her busy schedule.

DONALD HUNT, DVM
Phone: 388-6321
Dr. Hunt is a large animal veterinarian. He or someone from his practice can talk to your class about care of large animals and about veterinary practice in general. Call for an appointment far enough in advance for him to work his visit into his schedule.

PLACES FOR YOUR CLASS TO VISIT

ADDISON COUNTY HUMANE SOCIETY SHELTER, Cornwall, VT
Phone: 462-2166
Shelter Manager and Agent: Rose Gale
Your class will learn about the work done by the Shelter in caring for unwanted and abandoned animals and finding new homes for them. Children can see the animals that are available and learn about how to care for domestic pets. Please call ahead for an appointment to visit. Be sure to bring at least two adults as the Shelter is small and can only accommodate small groups. Those waiting to see the Shelter will have to wait outside with an adult. Best time to visit is between 12:00 and 2:30 p.m.

MIDDLEBURY ANIMAL HOSPITAL, Washington St., Middlebury, VT
Phone: 388-2691
Veterinarian: Dr. Arthur Greiner
Your class can visit the hospital and learn about veterinary care for animals. Please call ahead for an appointment to visit. Best time to visit is between 1:00 and 3:00 p.m.

CIDER MILL ANIMAL HOSPITAL, Cider Mill Rd., Cornwall, VT
Phone: 462-2345
Veterinarian: Dr. Donald Peddie
Your class can tour the hospital and learn about veterinary care for animals. Visual aids are included in the tour. Call ahead for an appointment.

ANIMAL GROUPS AND CLUBS FOR CHILDREN

These groups and clubs feature animal related educational programs and activities. The first is a local group your children can participate in. The others are national clubs which your class, as a group, might like to join.

JUNIOR GROUP, ADDISON COUNTY HUMANE SOCIETY

Phone: 388-2494
Advisor: Mrs. Barbara Boyle

Provides programs and activities, with guest speakers and films, on a variety of animal-related subjects. All young people, 9 yrs. of age and over, are invited to attend meetings at Ilsley Library, Middlebury at 3:30 p.m. on designated Thursdays. Jr. membership in ACHS is 50¢ per school year.

"KIND", a youth publication of

The Humane Society of the United States
2100 L. Street, N.W.
Washington, D.C. 20037

A 20 to 25 page, illustrated bi-monthly magazine, KIND includes articles and stories on all aspects of wild and pet animals, careers with animals, projects and puzzles, and includes a page of teacher suggestions. Annual subscription price of $4.00 for individual members. Group rates, sent to one address are: $3.50 each for 10 to 49 copies; $3.00 each for 50 or more.

"ANIMALIA", official publication of the "Be Kind to Animals" Club

The American Humane Education Society
350 South Huntington Ave.
Boston, MA 02130

Yearly membership of $2.00 provides bi-monthly newsletter, "Animalia" which includes true life animal stories, news items, and activities.

"ANIMAL FRIENDS" Club newsletter for children published by

Animal Rescue League of Boston
P. O. Box 265
Boston, MA 02117

Membership dues are $2.00 per year which covers a subscription to "Animal Friends", a four page newsletter printed each month during the school year.

"RANGER RICK" nature magazine published monthly by

National Wildlife Federation
1412 16th. St., N.W.
Washington, D.C. 20036

"ANIMALS" a bi-monthly magazine published by the

Massachusetts Society for the Prevention of Cruelty to Animals
350 S. Huntington Avenue
Boston, MA 02130

Contains excellent articles on all species of animals and on related humane work. For teenagers and adults. Subscription $6.50 per year.

PAMPHLETS AND OTHER MATERIALS TO SEND FOR

Where to write:	What to ask for:
Bob Reynolds Animal Control Officer Portsmouth, NH 03801	THIS IS A LEASH TEACH ME
Animal Protection Institute of America P.O. Box 22505 Sacramento, CA 95822	Bookmarks about Dog and Cat care Also request an order form which lists their free and low cost educational materials.
Gaines Professional Services Kankakee, Illinois 60901 (allow 4-6 weeks for delivery)	Wide variety of dog care booklets are available on request.
American Humane Education Society 350 S. Huntington Avenue Boston, MA 02130	SIMPLE FEEDERS YOU CAN MAKE Plus a wide variety of humane education materials (Write for their Publications pamphlet.)
American Humane Association 5351 S. Roslyn Street Englewood, Colorado 80111	Write for their list of Educational Materials and list of Animal Protection Materials.
Humane Society of the United States 2100 L Street N.W. Washington, D.C. 20037	WHAT'S YOUR EXCUSE (cartoons of all the reasons pet owners give for not having pets spayed or neutered). Also, request information on their broad range of humane education materials.

SUGGESTIONS:

Be sure to order enough so that each child in the class can have one to take home.

Let the children do the ordering and receiving of the pamphlets.

Be sure to allow plenty of time for delivery.

ANIMAL MATH GAME

Goal: To reinforce ideas learned while studying about pet care.
Provide practice in addition and subtraction.

Materials: Animal Math Cards
Paper and pencil (to keep score)

Number of players: 2 (if you want more than 2 children to play, run off 2 or 3 extra pages of math cards before cutting them out).

Before playing, cut out the cards on the lines and laminate, if possible, so the cards will last longer.

PLAYING THE GAME:

Shuffle the cards and deal cards evenly between all players.

Each player stacks his cards, face down, in front of him.

Select one person to be score keeper. This person gives each player 25 points to start the game. Example:

John	Mary
25	25

To start the game all the players turn over their top card at the same time. Each, in turn, reads the words on top of his card and then the score he or she gets for that action. The scorekeeper adds or subtracts the amounts. Repeat.

The game ends when either:

1. All the cards have been turned over or
2. All but one player reaches a score of 0.

The winner is the person with the highest score at the end of the game.

NOTE: The game goes quickly so the children can play it a number of times taking turns being the score keeper.

SUGGESTIONS:

1) Mimeograph several copies of the page so more children can play.

2) For lower grades, simply change the numbers on the cards to numbers your children can work with.

ABOUT THE BIBLIOGRAPHY

Following is a list of books and magazines that would be useful for units on humane education. Compiling such a bibliography is difficult, because of the number of books available, and the diverse information they contain. The following list is in no means a comprehensive bibliography of every such book at Ilsley Library. The titles were chosen to cover a broad range of information with emphasis on domestic animals. The Ilsley Library collection, adult and juvenile, has a good natural history section covering wildlife, ecology and animal study which are all important areas to consider for humane education. To save space, books from this section have not been included here. They are very easy to locate at the library. For the same reason, books on individual animals (i.e. dogs, cats, deer) have also been omitted.

Some of the books listed may have shortcomings when judged by humane standards but have been included because the overall content is good, making the book a valuable reference.

At the end of the bibliography is a list of authors whose books about animals would be appropriate for pleasure reading, or reading aloud to a class. There is also a list of subject headings to check in the card catalog for additional books.

ADULT COLLECTION (non-fiction books on Animal Care or Treatment)

Amberson, Rosanne. Raising Your Cat. Bonanza Books, 1977
Amory, Cleveland. Man Kind? Harper, 1974
Buchenholz, Bruce. A Way With Animals. The Viking Press, 1978
Campbell, Sheldon. Lifeboats to Ararat. New York Times Books, 1978
Caras, Roger. Pet Medicine. McGraw Hill, 1977
Crowe, Philip K. The Empty Ark. Charles Scribner's Sons, 1967
Dennis, John V. A Complete Guide to Bird Feeding. Alfred A. Knopf, 1976
Dolensek, Emil. A Practical Guide to Impractical Pets. Viking, 1976
Hershhorn, Bernard S. Active Years for Your Aging Dog. Hawthorne, 1978
Innes, William T. Exotic Aquarium Fishes. Innes Publishing Company, 1952
Jacobson, Patricia. A Horse Around the House. Crown, 1978
Johnson, Norman H., DVM. The Complete Kitten and Cat Book. Harper, 1979
Johnson, Norman H., DVM. The Complete Puppy and Dog Book. Atheneum, 1968
Leavitt, Emily Stewart. Animals and Their Legal Rights. 1978
McCoy, Joseph J. In Defense of Animals. Seabury Press, 1977
McGinnis, Terri, DVM. Dr. Terri McGinnis' Dog and Cat Good Food Book. Random House, 1977
McGinnis, Terri, DVM. The Well Cat Book. Random House, 1975
McGinnis, Terri, DVM. The Well Dog Book. Random House, 1974
Rood, Ronald. May I Keep This Clam, Mother? It Followed Me Home. 1973
Saunders, Blanche. The Complete Book of Dog Obedience. Prentice-Hall,1954
Saunders, Blanche. Training You to Train Your Dog. Doubleday, 1965
Scheffer, Victor B. A Voice for Wildlife. Charles Scribner's Sons, 1974
Strickland, Winifred Gibson. Expert Obedience Training for Dogs. Macmillan, 1972
Singer, Peter. Animal Liberation. New York Review of Books/Random House, 1975
Walsh, John. Time is Short and the Water Rises. E.P.Dutton & Company,Inc. 1967
Weber, William. Wild Orphan Babies. Holt, Rinehart & Winston, 1975.
Zimmerman, David R. To Save a Bird in Peril. Coward, McCann & Geoghegan, Inc., 1975

ADULT COLLECTION (books with an underlying Humane Philosophy)

Fiction:
Adams, Richard. The Plague Dogs
Burnford, Sheila. The Incredible Journey
Eckert, Alan. The Great Auk
Walker, Frank. The Lurcher

Non-fiction:
Herriot, James. All Things Bright and Beautiful
All Creatures Great and Small
All Things Wise and Wonderful
Huygen, Wil. Gnomes
Kastner, Joseph. A Species of Eternity
Matthison, Peter. Wildlife in America
Snow Leopard
Levitin, Sonia. Reigning Cats and Dogs
Noyes, Beppie. Mosley, the Kennedy Center Cat
Sarton, May. The Fur Person
Tangye, Derek. Lama
Somewhere A Cat Is Waiting

RECOMMENDED AUTHORS NOT LISTED ABOVE:
Joy Adamson, Jacques Cousteau, Gerald Durrell, Farley Mowat, Sterling North and Ronald Rood.

ADULT BOOKS BY RONALD ROOD
Animals Nobody Loves
Elephant Bones and Lonely Hearts
Good Things are Happening
How Do You Spank A Porcupine?
Hundred Acre Welcome
It's Going to Sting Me
Land Alive
The Loon in My Bathtub
May I Keep This Clam, Mother? It Followed Me Home.
Possum In The Parking Lot
Who Wakes the Groundhog?
Wild Brother

JUVENILE COLLECTION (non-fiction books on Animal Care or Treatment)
Alik. Green Grass and White Milk. Crowell, 1974
Benjamin, Carol Lea. Dog Training for Kids. Howell Book House, 1976
Bridge, Linda McCarter. Cats: Little Tigers in Your House. National Geographic, 1974.
Burns, William A. Horses and Their Ancestors. Whittlesey House, 1954
Case, Marshal T. Look What I Found: The young conservationist's guide to care and feeding of small wildlife. The Chatham Press, Inc./ distributed by the Viking Press, 1971
Chrystie, Frances Nicholson. Pets. Little Brown and Company, 1953
Ratigati, Evelyn. BZZZ: A Beekeeper's Primer. Rodale Press, 1976
Foster, Joanna. Dogs Working for People. National Geographic, 1972
Fry, Patricia. Hints for the Back Yard Rider. A.S. Barnes & Co., 1978
Fusco, Patricia Sayer. Marina and Ruby. Morrow, 1977
Grosvenor, Donna K. The Wild Ponies of Assateague Island, National Geographic, 1975
Hess, Lilo. Shetland Ponies. Crowell, 1964

Bibliography continued-

Jaspersohn, William. A Day in the Life of a Veterinarian. Little Brown and Company, 1978
Palazzo, Tony. Did You Say Dogs? Garrard, 1964
Putnam, Peter. The Triumph of the Seeing Eye. Harper and Row Publishers, 1963
Ricciutti, Edward R. Shelf Pets. Harper and Row Publishers, 1971
Sarnoff, Jane. The Great Aguarium Book. Scribners, 1977
Scott, Jack Denton. The Book of the Goat. G.P. Putnam's Sons, 1979
Scott, Jack Denton. The Island of Wild Horses. G.P. Putnam's Sons, 1978
Selsam, Millicent E. How Kittens Grow. Four Winds Press, 1973.
Sendak, Maurice. Some Swell Pup, or Are You Sure You Want A Dog? Farrar, Straus and Giroux, 1976.
Silverstein, Alvin. Cats: All About Them. Lothrop, Lee and Shepard Company, 1974
Silverstein, Alvin. Hampsters: All About Them. Lothrop, Lee and Shepard Company, 1974
Stein, Sara Bonnett. How To Raise Goldfish and Guppies. Random House, 1976
Stein, Sara Bonnett. How To Raise A Puppy. Random House, 1976
Unkelbach, Kurt. Both Ends of the Leash. 1968
Wiederhold, Hermann. Your Pony Book. Bonanza Books, 1966
Wright, Dare. Look at a Calf. Random House, 1974

JUVENILE BOOKS BY RONALD ROOD

The How and Why Wonder Book of Ants and Bees.
The How and Why Wonder Book of Insects.
Hundred Acre Welcome.
The Sea and Its Wonderful Creatures.

JUVENILE COLLECTION (books with an underlying humane philosophy)

Coerr, Eileen. Jane Goodall
Dunlop, Eileen. Fox Farm
Facklam, Margery. Wild Animals/Gentle Women
Greene, Carla. Animal Doctors: What They Do
Hurd, Edith Thacher. Look For A Bird
Knight. Lassie Come Home
Landsoff, Ursula. Okay, Good Dog
McGovern, Ann. Shark Lady: True Adventures of Eugenie Clark
McNulty, Faith. Mouse and Tim
Morey, Walt. Sandy and the Rock Star
Rosen, Winifred. Henrietta and the Day of the Iguana
Roth, Charles. The Farm Book
Sewall, Anna. Black Beauty
Shyer, Marlene. Blood on the Snow
Skorpen, Liesel. Old Arthur
His Mother's Dog

MAGAZINES - JUVENILE COLLECTION

Kind. Humane Society of the United States
Ranger Rick. National Wildlife Federation

MAGAZINES - ADULT COLLECTION

Animals. Massachusetts Society for the Prevention of Cruelty to Animals.
Audubon. National Audubon Society
The Conservationist. New York State Department of Environmental Conservatio
Defenders. Defenders of Wildlife
International Wildlife. National Wildlife Federation and the Canadian Wildlife Federation
National Wildlife. National Wildlife Federation

FILMS

There are several excellent films about animals (domestic and wild) and humane treatment of animals. If your school does not have access to a film service, you may want to consider borrowing films from the Vermont Department of Libraries Audio-Visual Services Unit. Schools may borrow films on a subscription plan basis. For further information, contact the librarians at Ilsley Library or the A-V Unit at the following address:

Frank Woods
Vermont Department of Libraries
Audio-Visual Services Unit
Midstate Regional Library
RFD # 4
Montpelier, VT 05602

SUBJECT HEADINGS FOR MATERIALS ON ANIMALS

Animal Communication

Animal Intelligence

Animals

Animals - Diseases

Animals - Fiction

Animals - Habits and Behavior

Animals - Instinct

Animals - Learning, Psychology of

Animals - Migration

Animals - North America

Animals - Poetry

Animals - Training

Animals - Treatment

Aquariums

Biology

Birds

Color of Animals

Domestic Animals

Fish Culture

Fishes

Game and Game Birds

Geographical Distribution of Animals

Life Stock

Marine Animals

National Parks & Reserves

Natural History

Natural Resources

Nature Study

Pesticides and Wildlife

Pets

Photography of Animals

Rare Animals

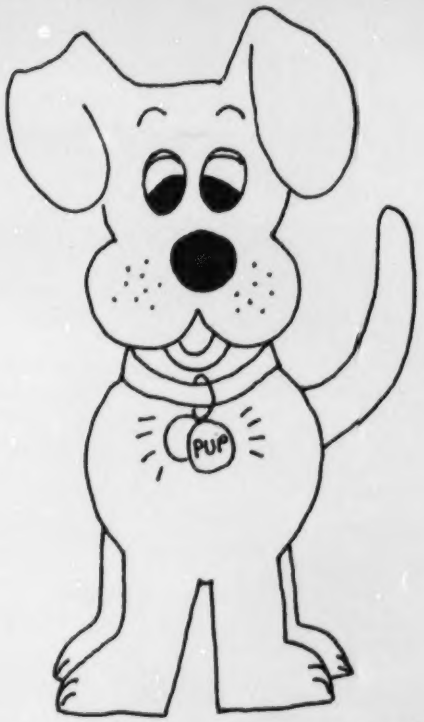
Wildlife Conservation

Zoological Gardens

Zoology

Also look under the names of orders and classes of the animal kingdom; Vetebrates, mammals, primates, etc.

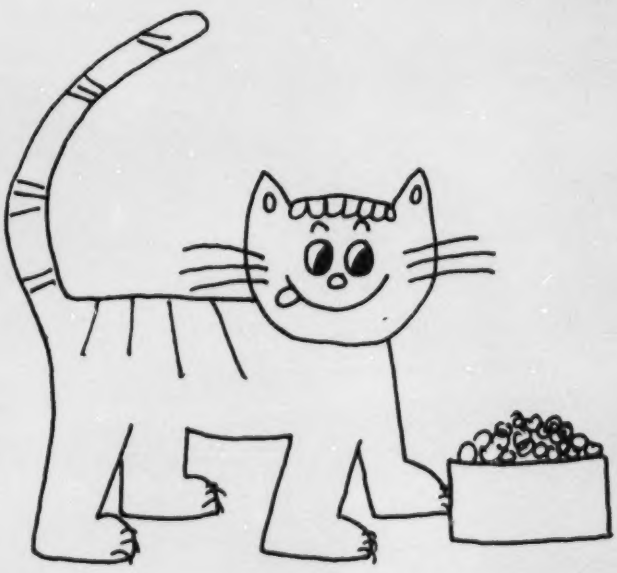
and the names of individual animals: deer, monkeys, cats, dogs, etc.



TAGS

LEASH

WATER



FOOD

LEASH

Protects your dog from:
1. Running onto the road and being hit by a car.
2. Getting into fights with other dogs.
3. Running away and getting lost.

Keeps your dog at home or by your side so he won't:
1. Damage your neighbor's property.
2. Mate and produce unwanted litters.
3. Chase other animals. (especially deer in winter).

The towns of Middlebury and East Middlebury have leash laws requiring dog owners to keep their dogs on leashes or under their direct control whenever the dogs are outside.
There is a $15 fine plus $5 a day room and board at the Shelter if your dog is picked up.
Check your town laws to find out what rules apply to your pets.

PET I.D. TAGS

These inexpensive tags show your pet's name, your name, your address and phone number. Your pet should wear one of these on his collar.

In case your pet accidentally gets lost the person who finds it can easily contact you and let you know where your pet is.

Your veterinarian can tell you where you can get an I.D. tag for your pet.

DOG LICENSES

Middlebury and East Middlebury have laws that say you must license your dog by April 1 each year. When you get your dog his license, the town has another way of finding you if your dog gets lost. Your dog's license tag should be attached to his collar. A license costs:

$4 for a spayed or neutered dog
$6 for an unneutered male
$8 for an unspayed female

Check your town laws to find out what rules apply to your pets.

FOOD

All pets need good, nourishing food in order to look, feel and stay healthy. Their food needs will vary depending on the kind of pet that you have. When you first get your pet - no matter what it is - take it to your veterinarian for a check up. When you are there he can tell you what you should feed it and how much and how often.

Your pet's food dish should be kept clean and should be a comfortable size for your pet to eat from. You should keep it in the same place all the time so your pet knows where to find it. Try to feed your pet at about the same time every day.

WATER

Almost all pets, dogs, cats, birds, etc. need to have a bowl of fresh water available at all times.

The bowl should be kept clean and should stay in the same place so your pet always knows where to find it.

It is especially important to give your pet water to drink when you feed him dry food.

If you have an outside dog that is kept on a chain be very sure to check his water dish often - several times a day. These dogs often accidentally knock their dishes over leaving them no water to drink. Water for outside pets should not be allowed to freeze in the winter. Change it often so your pet has water available when he needs it.

MANNERS

OUTSIDE PETS

COLLAR

GROOMING

OUTSIDE PETS

Some pets may be kept comfortably outside if careful attention is given to their special needs. General guidelines for the care of outside pets are:

SHELTER: Pets need shelter that is dry and free of drafts. A doghouse should have a double floor to keep out water and dampness. It should be large enough for the pet to move comfortably and small enough to hold its body heat in winter.

FOOD: A good nourishing diet is needed to keep your pet healthy. Pets need more food in the winter to make up for lost body heat. CHECK WATER DISHES DAILY SO THE WATER DOESN'T FREEZE.

SAFETY: Make sure your pet stays on your property. A fenced yard, well maintained cage or strong but comfortable chain will keep your pet safely at home.

EXERCISE AND TLC: Just because your pet is kept outside does not mean you can ignore it. It needs exercise, especially if kept caged or chained, and TLC from you every day. Check with your vet about special needs of specific outdoor pets.

GOOD GROOMING

Dogs and cats have different grooming needs.

Cats aren't meant to be washed. Bathing dries their skin and may irritate it. Cats keep themselves clean by licking and you should only bathe them if your vet recommends it to treat a skin problem. You can brush your cat, however, to remove loose hair.

Dogs should be groomed daily to keep their coats clean and shiny. If you start brushing your dog when he is a puppy, he will get used to it and like it when he grows up. Bathe dogs only when necessary-usually not more than twice a year. After his bath keep him in a warm place until he is completely dry.

Ask your vet about clipping your pet's nails or claws. He can tell you if it is necessary and can show you how to do it or can do it for you.

MANNERS

Nobody likes an unruly pet. As its owner, you are responsible for teaching it what it needs to know to get along with your family, friends and neighbors. Most dogs can be taught "good manners". There are many good books available on how to do it. Cats are less "trainable" but if they are properly cared for, usually present few problems.

Training and discipline should always be done kindly but firmly. It should also be fair. Don't expect your pet to learn something it is not capable of learning.

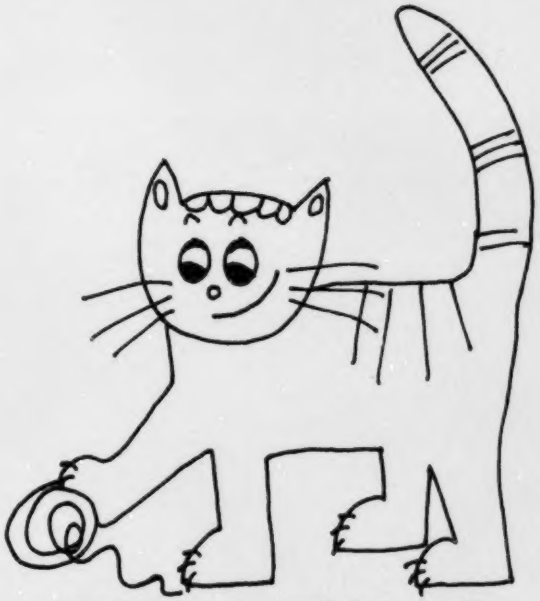
If your pet misbehaves, it is NEVER a reason to treat it cruelly. Chances are you are as much to blame for your pet's misdeeds as he is. Try to figure out why your pet misbehaved and try to correct the situation so it won't happen again.

COLLAR

Your pet's collar is very important. To it you can attach his leash, his identification and license tags and his rabies vaccination tag.

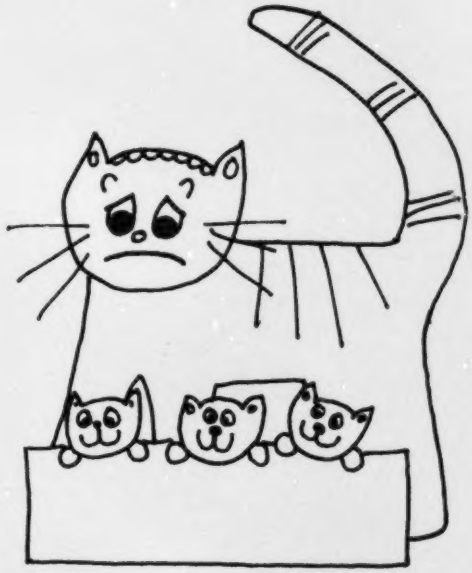
His collar should fit comfortably around his neck-not too tight so it chokes him and not so loose that he can wiggle out of it.

Be sure to adjust the size of his collar as your pet grows. All dogs should wear a collar. Some people let their cats wear a collar,too. Besides I.D. tags, cats can wear little bells on their collars to warn birds that the cat is on the prowl. If your cat goes outside wearing a collar, though, make sure you watch him carefully so he doesn't get it caught on a branch or other object. Cat collars with expandable elastic inserts are available to help prevent such accidents.

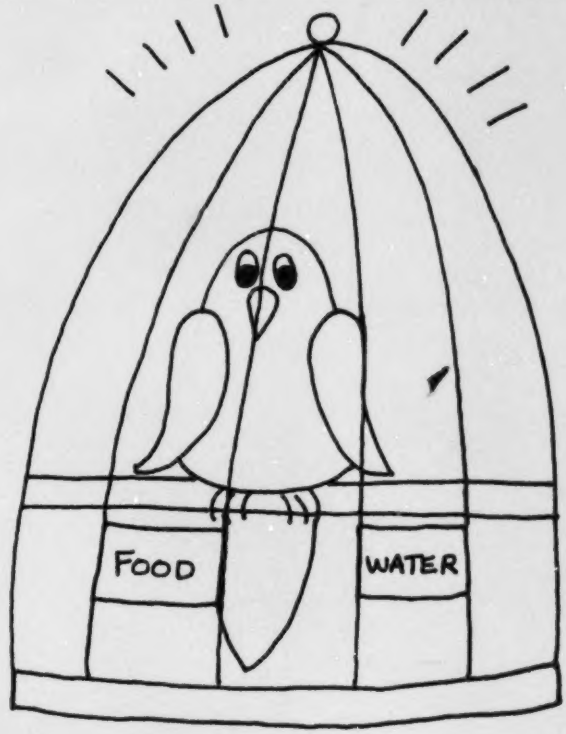


TOYS

VETERINARIAN



SPAY-NEUTER



CAGE

VETERINARIAN

Your vet is one of your pet's best friends. He is a doctor who specializes in the care of animals.

When you first get your pet, whether it's a cat or dog, a bird or something else it's a good idea to take it to your vet for a check-up. At this time he can tell you how to feed and care for it and he can tell you what vaccinations it needs to have.

Your dog will need to have a distemper shot (which includes vaccination against a number of other diseases as well) once a year. He will also need a rabies shot every 27 months. Your cat will need a rabies and distemper shot every year.

From time to time both dogs and cats need to be checked by your vet for worms. Keep your veterinarian's phone number handy and call him in case your pet gets sick or injured.

TOYS

Most animals spend at least part of their time playing-just like people do. But just like people there are times when they don't feel like playing:

1. When they are tired or sleeping.
2. When they are ill.
3. When they are eating.

Also, there are some things they don't enjoy about playing. They don't enjoy:

1. Play that becomes so rough that they are hurt (i.e. when their ears and tail are pulled and their eyes are poked).
2. Being teased unkindly.

Pets should be respected. Then they will enjoy playing with you.

Your pet should have some toys of its own (so he won't ruin your things). Dogs like old socks tied in knots, cats like balls of string and birds enjoy bells to ring and mirrors where they can see themselves.

CAGE

If you have a pet that must be kept in a cage, remember that his cage is your pet's home and you are responsible for making it comfortable for him.

A cage should . . .

...be cleaned daily.
...be large enough for your pet to move around in comfortably.
...be set in a place that is warm, dry and free from drafts.
...contain whatever bedding material and toys or diversions your type of pet needs.

Remember that a pet that is kept in a cage cannot get out to get his own food. Keep food and water available for him whenever he needs it.

SPAY and NEUTER

These are operations done by a veterinarian so your dog or cat cannot have puppies or kittens.* They are safe and simple and your pet will feel fine a day or two after the operation.

It is important that your pet be spayed or neutered. Every hour between 2,000-10,000 new puppies and kittens are born in this country. There are not enough homes for them and most end up either as strays or being destroyed.

Some people say it is best to let a female have one litter before having her spayed. This is not true. Your pet will be just as happy and healthy if it never has any litters at all.

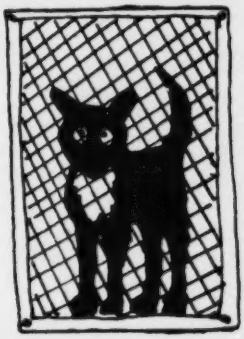
*(males are neutered; females are spayed).

TRUE-FALSE CARDS

Ideas for using the cards:

1. Duplicate the cards so that each child can have a set. Cut them out.
2. Let the children quiz themselves and see how many they answer correctly.
3. Let the children take turns quizzing each other and keep score.
4. Put the cards in a bag. Divide the room into teams. Let each team in turn draw a card, read and answer it. Keep score-one point for each correct answer.
5. Have the children make up True-False cards of their own.

The Animal Shelter finds homes for all the dogs and cats that are brought in.
True False



A cat needs fresh water every day. True False

If you see a snake, you should kill it because most snakes are dangerous. True False

Baby wild rabbits make good pets. True False

You should have your female dog spayed before she has even one litter of puppies.
True False

Ants are so small they don't matter. It's ok to step on them on purpose. True False

If you can't keep your dog or cat, you should let it loose in the country so it can return to the wild.
True False

Never give a cat or dog pork or chicken bones.
True False

The best way to keep your dog happy, healthy and safe is to walk him on a leash or keep him in your own yard.
True False

False. Most snakes are harmless. In fact, many are beneficial and help keep down populations of mice and rats. You should never harm a snake. If you are afraid of one that you see, simply walk away from it and leave it alone.

True. Cats and dogs need fresh water and good food every day.

False. There are not enough homes in this country for all the puppies and kittens that are born. Nationwide only about 15 out of every 100 animals finds a home. The rest are euthanized. That is why you should have your pets spayed or neutered.

False. No animal is "so small it doesn't matter". Each has a purpose for being alive and should be respected.

True. Some people think it is unkind not to let a female have at least one litter. This only means that other puppies will not get homes. Your dog will be just as happy and healthy if she never has any puppies at all.

False. Baby rabbits and other wild animals live much better in their natural habitat. Quite often it is against the law to keep a wild animal in your house.

True. When your dog walks with you on his leash he is safe. Dogs that run loose can:

1. Get hit by cars
2. Mate and have unwanted puppies
3. Get lost
4. Eat garbage and get sick
5. Get caught in traps
6. Annoy other people

True. These and other types of bones can splinter and become lodged in your pet's throat.

False. A domestic dog or cat is not a wild animal and cannot take care of itself if you dump it in the country or in a town. It will have to eat garbage, can get hit by cars and might even get sick or be shot at. If you can't find a good home for an unwanted pet, bring it to the Humane Society Shelter.

ANIMAL MATH CARDS (Cut on lines) Rules on page 19

Had your cat spayed

+10

Took your dog for a long walk on a leash

+9

Fed your pet good food every day

+8

Put fresh seed in the bird feeder

+7

Took your dog to the vet for his annual check-up

+6

Built your dog a new, sturdy house

+5

Remembered to give your dog fresh water

+4

Cleaned the fish bowl

+3

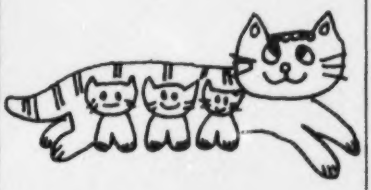
Cleaned the bird cage

+2

Played with your dog every day

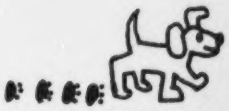
+1

Your cat had a litter of kittens



-10

You let your dog run loose in the neighborhood



-9

Left your dog in a hot car with the windows rolled up

-8

Forgot to get your dog's annual distemper shot

-7

Teased your cat and made her mad

-6

Took eggs out of a bird's nest

-5

Forgot to pet your dog today

-4

Forgot to clean the bird cage

-3

Gave your cat a bath she didn't need

-2

Forgot to clean the cat's litter box

-1